



Minority Educational Society's

Adarsh Education College

NCTE Approved and Affiliated to Sant Gadge Baba Amravati University

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2.6.1 Continuous Internal Evaluation (CIE) of student learning is in place in the institution



Pamteke
Principal
Adarsh Education College
Yavatmal

Q-1 Types of ICTs Community Used in Education ?

→ Common types of information and communication technologies (ICTs) used in education includes:

1. Learning Management System (LMS): Platform like Moodle, Canvas, or black board facilitates Online Course management, Content delivery and interaction between students and instructor.

2. Video Conferencing Tools: Application such as zoom, microsoft team, or Google Meet enable virtual classrooms, webinars, and collaborative discussing among educators and students.

3. Online Collaboration Tools: Platforms like google Workspace, Microsoft 365 or Slack support collaborative document editing, file sharing and communication.

4. Educational Apps and Software: Various applications and software designed for national education purposes, ranging from language learning app to interactive simulation enhance learning experience.

5. Social Media platform: Educational Communities often use platform like facebook group

- Twitter, Reddit, for communication.
6. E-Learning platform: Website like Khan Academy Coursera offer Online Courses.
 7. Mobile Learning: Utilizing Smartphones or tablets for educational purposes.
 8. Online Assessment Tools: Platforms for conducting quizzes, exams, or assessment in digital format ensuring efficient and timely evaluation of student program/progress.
 9. Podcast and Webinars: Audio and Video content, such as educational podcast and website. Webinars.
 10. Interactive Whiteboards: Digital white board and interactive displays in classrooms facilitate dynamic teaching allowing educators to integrate multimedia content.

These technologies contribute to creating more interactive, accessible, and flexible learning environment in educational communities.



Q.2) Using radio and TV broadcasting in education?

Ans Radio and TV broadcasting can be powerful tools for education, reaching wide audiences, they are effective for delivering information, educational programs and enhancing learning experiences. These mediums are particularly beneficial in remote areas with limited access to traditional educational resources, helping bridge educational gaps and providing diverse content.

One of the key advantages of radio and TV broadcasting lies in their unparalleled ability to reach vast audiences. In remote or underserved areas where access to conventional educational resources may be limited, these mediums become invaluable conduits for delivering educational content. The simplicity of radio receivers and television sets ensures a wide penetration making them accessible to a broad spectrum of learners, irrespective of their technological literacy.



Q3) Teleconferencing and its educational uses?

ans Teleconferencing, with its real-time communication capabilities, has become a concern in modern education, fostering collaboration, connectivity and innovative learning experiences.

One prominent use of teleconferencing in education is virtual classrooms. Through platform like zoom, Microsoft Teams, educators can conduct live interactive sessions with students regardless of their physical location. This is especially for distance learning programs enabling student to participate in real-time discussions, ask questions and receive immediate feedback.

Accessibility is a key advantage of teleconferencing in education. Students with diverse needs, including those with physical disabilities or those in remote location, can access educational resources and participate in classes without facing any kind of traditional barriers.







Q4 Using ICTs to help expand access to education.

Ans) ICTs play a crucial role in expanding access to education by.

- 1) Online learning platforms : offering courses and resources online allows learner to access educational materials from anywhere promoting inclusivity.
- 2) Remote learning : ICTs enable remote education allowing individuals in remote or underserved areas to participate in learning without the need for physical presence.
- 3) Digital Content : Creating and disseminating digital educational content makes it easier for students to access up to date information and resources.
- 4) Mobile Learning : Leveraging mobile devices for education enables learning on the go, especially in regions where traditional infrastructure may be lacking.



5) Collaborative Tools :

Tools facilitate collaboration among students and educators, fostering a global learning community and breaking down geographical barriers.

6) Adaptive Learning System : personalize learning through adaptive technologies tailored educational content to individual needs, promoting a more inclusive educational experience.

7) Open Education Resources (OER) :

Sharing educational materials freely online increases accessibility, making quality measure available to a wider audience.

By leveraging these TCT strategies, education become more accessible reaching individuals who might face geographical, economic or other barrier to traditional learning.



8.5) Using ICT's to help improve the quality of Education?

Ans. Implementing Information and Communication Technologies (ICT's) in education can enhance the quality of learning by providing access to a wealth of resources, interactive tools and collaborative platforms. It enable personalized learning, facilitates real-time feedback and fosters digital literacy skills among student. Additionally, ICT's can support remote learning making education more accessible and flexible.

ICT also facilitates access to a vast array of educational resources breaking down geographical barriers and ensuring that students can explore a wealth of information beyond traditional textbooks. The integration of multimedia elements, simulation and virtual reality further enriched that educational content making complex concepts more tangible and accessible.

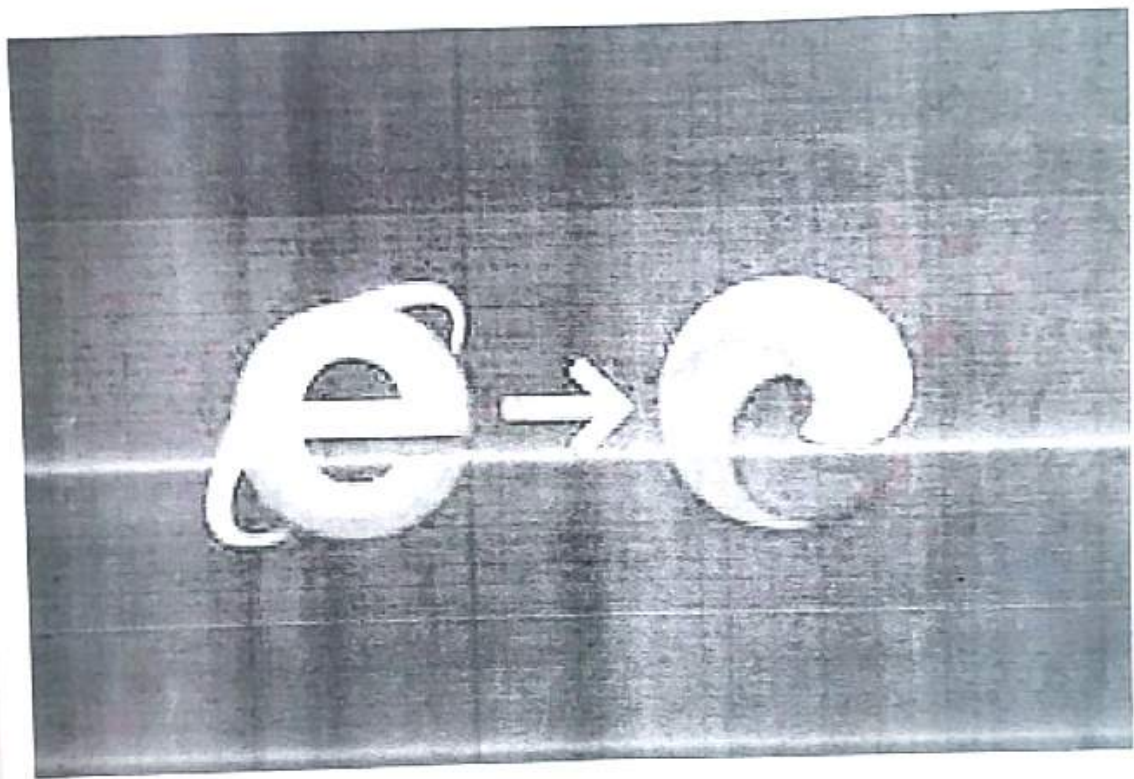
In the long term, the development of digital literacy skills becomes inherent, equipping students with the ability to critically evaluate information.

Q.6) Using ICT's to help transform the learning environment into one that is learner centered?

Ans: Implementing Information and Communication Technologies (ICTs) in education can facilitate a shift towards learner-centered environment by offering interactive and personalized learning experiences. Technologies like Online resources, Collaboration platforms and adaptive learning tools, empower students to engage actively in their education, tailoring the learning process to individual needs & preferences.

Integrating Information and Communication (ICTs) into educational setting system can be transformative strategy for establishing learner centered environments. The integration of ICTs not only enhances accessibility to information but also cultivates a dynamic and responsive learning environment that caters to the unique needs and preference of each learner.





Q7) Influence of ICT's in Shaping and enhancing learning?

Information and Communication Technologies (ICTs) have significantly shaped and enhanced learning by providing access to a wealth of information, interactive learning platforms and collaborative tools. ICT's facilitate personalized learning experiences, promote digital literacy and offer diverse resources that cater to different learning styles. The break down geographical barriers enabling remote and online education fostering a globalized approach to learning. Additionally ICT's empower educators with tools for efficient and instructional delivery and assessment contributing to a more dynamic and engaging learning environment.

Information and Communication Technologies (ICT's) have fundamentally transformed education by revolutionizing that way we teach and learn. The integration of ICT's in education has brought about a paradigm shift moving away from traditional one size fits all approaches to more personalized and adaptive learning experiences.

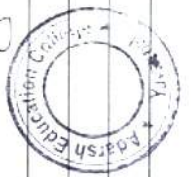


8.8) Using Computers and internet for teaching and learning.

8.9) Computers, and the internet have transformed education by providing access to vast amount of information in interactive learning resources and collaborative tools. They enable Online Courses virtual classrooms, and a wide range of educational apps, making learning more flexible and accessible. Additionally technology facilitates communication between of structure student and teachers, fostering a global learning community.

Certainly! Leveraging Computers and the internet in education offers an extended period enables continuous access to a wealth of educational resources. This approach supports asynchronous learning, accommodating diverse schedule and learning paces.

However, it is crucial to address digital literacy, ensure equitable access and balance screen time for effective and inclusive teaching and learning experiences.



2.9) E-learning and blended learning?

E-learning or electronic learning, involves the use of digital technologies, to deliver educational content. This can include online courses, virtual classrooms, and various multimedia resources, allowing learners to access material remotely.

Blending learning (Blended) combines traditional face-to-face instruction with online components. It's a hybrid approach where students engage in both in-person and online learning activities. This method aims to leverage the advantage of both settings, offering flexibility and personalized learning experiences.

E-learning, short for electronic learning, is an educational approach that utilizes digital technology to deliver educational content and facilitate learning experiences. It encompasses a wide range of activities including online courses, virtual classrooms, multimedia resources, and interactive platforms. E-learning allows learners to access educational material and participate in educational activities.



Blended learning is a hybrid.

E-learning

E-learning take place Online using technology (such as a Computer, Smart Phone & tablet).

the delivery of learning and training through digital resources.

Blended learning

Blended Learning Course is followed Online from anywhere, as well as in person.

ex. Collaborative learning, Virtual Reality, Social learning.

Both E-learning and blended learning have become increasingly popular in modern education, providing alternatives to traditional classroom based instructions. They have gained popularity for their ability to create diverse learning styles and provide opportunities for self-paced learning.



Q.10) Using Computers and the Internet in distance education Open and distance Learning.

Ans Computers and the internet play a crucial role in facilitating distance education and Open Learning. They enable students to access educational resources, participate in virtual classes, and engage in collaborative activities, breaking down geographical barriers. Online platforms provide flexibility for learners to study at their own pace, fostering a more inclusive and accessible educational environment. Additionally, communication tools like e-mail, and discussion forums enhance interaction between student and instructors creating a dynamic learning experience.

The internet facilitates communication between students and instructors, creating an interactive learning environment. This technology driven approach allows learners to overcome geographical constraints, promoting Open and distance Learning on a global scale.

Advantage of the Internet :

- Finding Information; Searching for information on the Internet.
- Communication; Communication on the internet.



Q.11) Equity of access and Copy Cost issues related to ICT's enhanced educational Projects ?

Ans Equity of access and Cost issues are pivotal Considerations in the realm of ICT's - enhanced educational projects, as they directly impact the inclusivity and reach of these initiatives. Ensuring equity of access entails addressing the disparity in the availability and Utilization of information and Communication technology among diverse students populations.

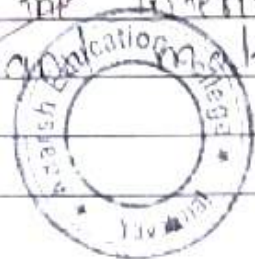
IMPORTANT issue in integrating ICT in education is lack of technical support.

Students from disadvantaged Socio-econ backgrounds may face observable obstacles in acquiring the requisite devices or accessing high speed internet, leading to a pronounced digital divide.

ICT benefits for students :

i) Student Using Voice Communication could and gain Confidence and Social Credibility at School in the Communities.

ii) Increased ICT Confidence amongst student motivates them to Use the Internet at home work School work make their Curiosity fulfill.



12) Key Challenges in Integrating ICT's in Education.

Integrating ICT (Information and Communication Technology) in education poses several challenges:

1) Information / Infrastructure Limitations:

Many educational institutions especially in developing regions, lack the necessary infrastructure, such as reliable internet access and sufficient devices, to support effective ICT integration.

2) Digital Literacy:

Teachers and students may face challenges in adapting to new technologies, requiring training to enhance digital literacy and ensure effective use of ICT tools in the learning process.

3) Costs and Sustainability:

Implementing and maintaining ICT infrastructure can be expensive. Schools may struggle with budget constraints, making it challenging to sustain technology integration in the long run.



i) Content Relevance :

Content aligns with the curriculum and educational goals is crucial. Ensuring that digital content aligns with the curriculum and educational goals is crucial.

ii) Inclusivity Concerns :

It is essential to ensure that all students have equal access to ICT resources. Addressing the digital divide is essential to ensure that all students have equal access to ICT resources.

iii) Security and Privacy Concerns :

Safeguarding sensitive student information and maintaining a secure online learning environment are paramount. Safeguarding sensitive student information and maintaining a secure online learning environment are paramount.

iv) Resistance to Change :

Resistance from educators, administrators or parents who may be hesitant to embrace technological changes in education can impede the successful integration of ICT. Resistance from educators, administrators or parents who may be hesitant to embrace technological changes in education can impede the successful integration of ICT.

Addressing these challenges requires collaborative effort from policy makers, educators and technology providers to create a conducive environment for successful ICT integration in education.



Handwritten notes on the left margin, including the word "Project" and other illegible text.



Q. 13) Implications of ICT - enhanced education for educational Policy and planning.

Ans. ICT's impact on educational Policy and planning includes :

1. Infrastructure Investment :

Policies need to prioritize robust digital infrastructure ensuring widespread access to ICT tools with high-speed internet and update hardware.

2. Teacher Training :

Policies should focus on continuous professional development to equip teachers with the necessary skills for effective integration of ICT into teaching methods.

3. Curriculum Adaptation :

Educational Policies must integrate digital literacy skill into the curriculum to prepare student for a technology-driven future.

These three key areas highlight the essential considerations for policy and planning in the context of ICT - enhanced education.



9.14) National Mission through Education of ICT - Mission documents.

The National Mission On Education through Information and Communication Technology (NME - ICT) was a more significant initiative in India. With the objective of harnessing the technology to improve the education sector. The mission document

provided a comprehensive frame work outlining strategies and methodologies for the effective integration of Information and Communication Technology (ICT) in education. These document were instrumental in guiding educational institutions and stake holders towards leveraging digital tools and resources to enhance the accessibility, quality and reach of education across the country.

For detailed information, it is recommended to refer to the official publication released by the government or explore the Ministry of education's website for comprehensive insights into the NME - ICT mission.

NMEICT encompasses all the three elements. The Mission has two major components:

- Providing Connectivity, along with provision to access devices, to institutions and learners.
- Content generation.



Challenges with respect to Capacity - building in ICT - enhanced education.

Expanding Capacity in ICT - enhanced education encounters multifaceted challenges. Accessibility to technology remains a primary concern, with disparities in infrastructure and device availability among educational institutions and regions. Inadequate training for educators in effectively incorporating ICT tools into pedagogy poses another hurdle, necessitating comprehensive professional development programs.

Sustaining technical support mechanisms is crucial, considering the dynamic nature of technology. Further, more integrations of ICT seamlessly into existing curricula demands careful planning and alignment. The risk of deepening the digital divide among students with unequal access to technology outside the classroom adds a layer of complexity to capacity-building initiatives.

Addressing the challenges requires a holistic approach, encompassing infrastructure and development, continuous teachers training and strategies for ensuring equitable access to technological resources.



Q.16) Overview of Online education?

Ans An Overview of Online education reveals a transformative shift in learning, facilitated by digital platforms and the internet. Online education provides flexibility, allowing learners to access content and interact with instructors from anywhere. Various formats include fully Online Courses, blended learning, and Massive Open Online Courses (MOOCs). Benefits encompass self-paced learning, diverse course offering and global accessibility. Challenges include the digital divide, the need for effective Online Pedagogy and maintaining students' engagement.

As technology evolves, Online education continues to shape the educational landscape, offering opportunities for lifelong learning and skill development.

Online education comprise audio, text, video, animation, chats with tutors or mentors and virtual training that is given by the teacher to the students. This method of conveying the skill and knowledge to the student so that they can become professionals in their fields.



Q.3 Word / Excel file preparation of student's profile in any school / college class.

Detailed word file for student's profile :->

Category

Details

Student Information

Name : Priya Mehra

DOB : 02/9/2002

Contact :
Priya.Mehra.172565@email.com

Address :
128 Pine Street
Townville.

Parents :
Sachin Mehra

Contact :
8287421217

Academic Achievements: GPA: 3.0

~~Class~~ Rank : 1st

Ap Courses : Physical, Calculus



Science Fair

1st Place 2019

Extracurriculars
- Activities

Extended :
Science Fair

Lead Role

- Class Blogger

Debate Team

Best Debater 2019

Special Skill/
Interest

Languages : French

Programming

Java, HTML

Musical
Talent

Guitar, Piano,
Flute

Sport and
Fitness

- Swimming, VolleyBall
- Varsity Soccer
- Wrestling

Fitness Club

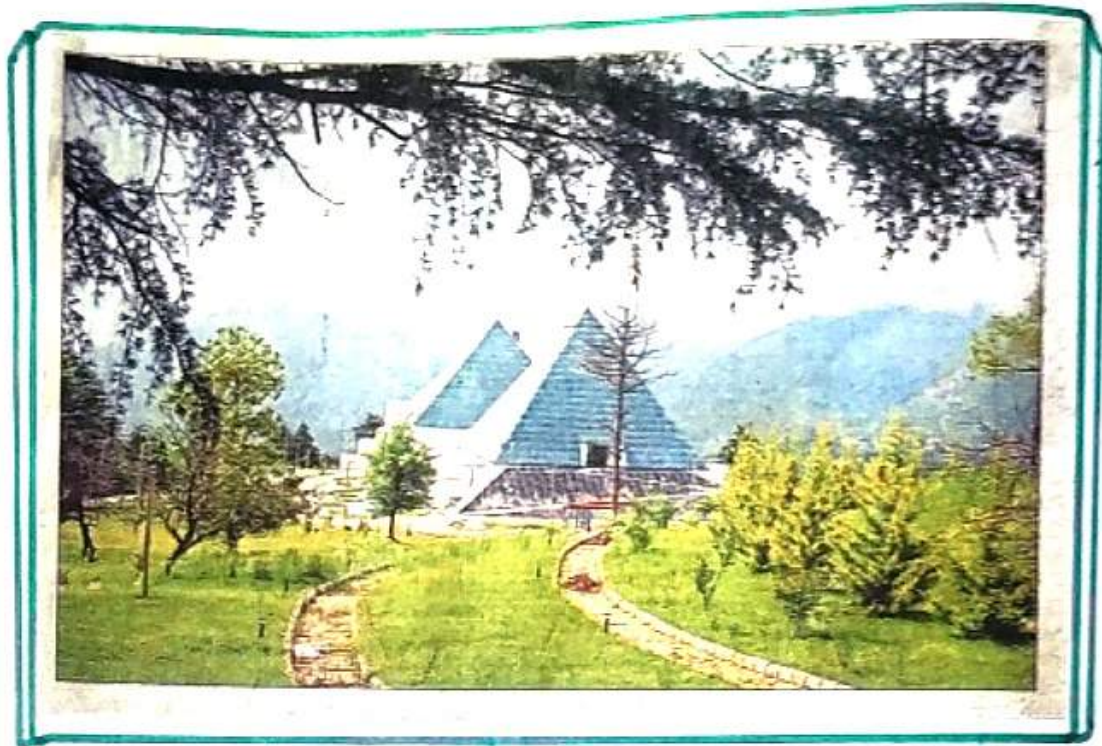
- Founder and
Leader

Award

- Outstanding
Leadership Award 2019

- National Merit
Scholar 2019





Nature always wears the colors of the spirit.

What is Nature : →

- it refer to the phenomena of the physical world, and also to life in general.
- it refer to living plant and animals, geologic process, weather and physics, such as matter and energy.
- The environmental factors we live in, the common assets or food we expend all, are portions of Nature.
- Nature gives a practical situation and important assets for endurance like air, water, soil and so on.



Preparation of a powerpoint presentation using Online and Offline references on a school topic.

Certainly! Through the preparation of a powerpoint presentation using both Online and Offline references for a school topic we will use the example of **Nature Exploring Biodiversity, Ecosystem & Co** Powerpoint presentation :- Nature

Introduction : Define the Nature and its component. Nature leave.

Offline Research :

- ★ Utilize text books, library book and article for foundation information.
- ★ Incorporate offline references to explain the historical understanding of the nature.

Online Research :

Explore reputable websites, resources, and scientific articles for latest discoveries.

Include online references to discuss recent about nature and its impact and deal with the problems.



① Title "The Wonders of Nature ;
Biodiversity, Ecosystem & Conservation"

Subtitle : Celebrating the Beauty and
importance of our Natural World

② Introduction : Briefly introduce the importance
of understanding and appreciating Nature.
Example : Highlight how nature provides
essential resources, support diverse ecosystems,
and contributes to human well-being.

③ Slide - Biodiversity =
biodiversity and its significance.
Example : Showcase various species and eco-
systems emphasizing the richness of life on Earth.

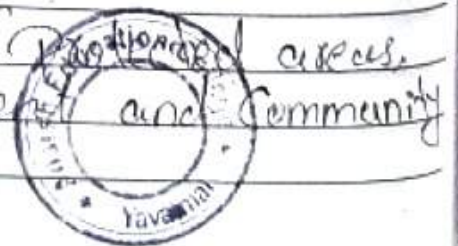
④ slide - Historical Milestones =
Copernicus's heliocentric model, Newton's laws
of motions and the discovery of DNA.

⑤ slide - Ecosystems =
different types of ecosystem and their functions.
Example : Discuss forests, Ocean, deserts and their
Unique Contributions to the Planet's health.

⑥ Threats to Biodiversity =

Habitat destruction, Pollution, Climate Change
and Over-exploitation of resources.

⑦ Conservation Strategies =
Sustainable resource management and Community
based Conservation Projects.



Slide - Success Stories ≈

The recovery of endangered species, habitat restoration projects, and global conservation agreements.

Slide - Citizen Science ≈

Mention projects where individuals can contribute to data collection for research and conservation.

Slide - Ecotourism ≈

Future Challenges and Opportunities ≈
Balancing economic development with environmental conservation.

⑩ Slide - Connecting with Nature ≈

greater feelings of autonomy, personal growth, and purpose in life;
lower levels of anxiety, depression and stress; and increased attention span and cognitive functioning.

reduces anger, fear, and stress and increases pleasant feelings.

Spending time in nature also inspires a sense of awe, expansive thinking.

⑫ Slide - Nature - positive ≈

Protection and restoration of natural processes, ecosystem and species.



13) slide - Enjoy Nature

Do activities outdoors :

- 1) Take a walk in green space.
For example: a local park.
- 2) Watch the stars.
- 3) Exercise outdoors. Eat meals outdoors.

14) What is Creativity in Nature?

Nature has always had an undeniable influence on human Creativity, **Nature Reduces Stress and Boosts Creativity.**

NATURE Provides us air to breathe, water to drink, soil to make a home and the land to stay.

Save Nature ≡

As inhabitants of this earth, everyone must come together to do their bit to save our environment.

Benefit of Nature ≡

Nature can help decrease your anxiety levels and can help lesson stress and feeling of anger.



Look deep into nature, and
they then you will understand
everything better.

Importance of Nature

- Nature is very important because if there was no nature we wouldn't be alive. Especially trees, they give us oxygen to live and breathe.
- Nature is important to because we have comfortable cloths made out from animals.
- Some animals and plants give us food!

Go Green and Save the Nature





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2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation



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Principal
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1) Give theories of child development and explain the child development theory with the point of view of Jean Piaget and Erik Erikson.

→ When child development experts talk about the study of development, they have in mind some fundamental theories of development that were codified by brilliant clinicians and scientists well before we had the technology to correlate them to brain development.

These theories can be categorized as emotional, cognitive and moral. Erik Erikson developed the most common theories of emotional development. Jean Piaget developed the most common theories of cognitive development and Lawrence Kohlberg developed the dominant theories of moral development.

Development refers to growth, adaptation and change that occur over the course of a lifetime. Through the process of development we have all changed significantly in many different ways. While changes in one's physical makeup may be the most apparent form of development, people also develop in their ability to form and use language (language development), interact with others and process information and make meaning.



from experiences. Different theories have been evolved by psychologists which will identify the significance of each development.

* Cognitive Theory of Development

Swiss psychologist Jean Piaget is well known for his theory which describes how humans gather and organize information and how this process changes developmentally. Piaget used a clinical description method to collect his research data. The method involved asking children carefully selected questions and recording their responses along with meticulous observation of children's behaviour. Although he frequently observed small numbers of children his observations were longitudinal in nature that is following the development of these same children over a period of years. While much of his early work was based on systematic observation of his own three children, a large part of his later work was based on statistical analysis of the work of other researchers.

* Basic cognitive concepts :- Piaget identified four concepts, which he used to explain how and why cognitive development occurs. This includes schemas, assimilation

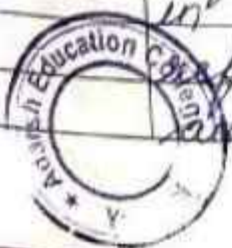
accommodation and equilibration.

* Piaget's Stages to Cognitive Development

According to Piaget, cognitive development unfolds as the child passes through four distinct and qualitatively different stages: the sensorimotor, pre-operational, concrete operation, concrete operation and formal operational stages:

1. The cognitive periods and appropriate stages
2. The sensorimotor period
(birth to 18-24 months)
3. The pre-operational period
(2 to 7 years)
4. The concrete operational period
(7 to 11 years)
5. The Formal operational period
(over 11 years)

(I) The Sensorimotor Period :- Piaget's first stage of intellectual development, in which the child moves from the reflective activities of reaching, grasping and sucking to more highly organized



forms of activity. The infant begins to understand that there is a difference him/herself and the rest of the world and that the sensory experiences received are in fact suggestive of the existence to some form of objects or events that are outside of themselves.

(II) The Pre-operational period :- This stage is Piaget's theory of cognitive development, in which the lack of logical operations forces children to make decisions based on their perceptions. The major development during the pre-operational period is the ability to represent object and events or to use symbolic functions. You will recall that towards the end of the sensorimotor period, children become capable of engaging in activities that involve mental representation such as pretending. In addition to symbolic functions the pre-operational period is characterized by several unique features.

Egocentrism

Centration

Inability to reverse operation



Animism

Transductive reasoning

(III) The Concrete operational Period :- In contrast to pre-operation, the child in concrete operation now engages in logical thought to solve concrete problems. At this stage of development a child's logic is directed by cognitive activity rather than dominated by immediate experience, as was the case both pre-operational thought.

- Decentering
- Reversibility
- Conservation
- Classification
- Seriation

(IV) The Formal operational stage :- With the onset of Piaget's fourth stage of cognitive development, formal operation, comes the ability to solve abstract problems. The development of formal operation gives the ability to reason and construct logic useful for all classes of problems. During this stage of development, thinking has a number of unique structural properties, those of being hypothetical, analogical and deductive.



- Hypothetical reasoning
- Analogical reasoning
- Deductive reasoning
- Reflective abilities

* Psycho-Social Theory of Development (Erikson)

Erik Erikson, the famous psychoanalyst is considered with developing the theory of psycho-social development which covers normal development over the entire life span of human beings. Erikson postulated that the development of an individual is the result of his interaction with his social environment. Right from his book, his social development puts him under specific pressures or conflicts by making specific demands at different ages or developmental stages of his life.

Erikson discovered eight such issues or crisis of life arising at different ages or periods of one's development and linked them with the eight stages of one's psycho-social development covering one's entire life span.

Stages of psycho-social development



- Trust Vs Mistrust (Birth to one year)
- Autonomy Vs Shame & Doubt (One to Three Years)
- Initiative Vs Guilt (Three to Five Years)
- Industry Vs Inferiority (Five to Eleven Years)
- Identity Vs Role Confusion (Eleven to Eighteen Years)
- Intimacy Vs Isolation (Eighteen to Thirty Five Years)
- Generativity Vs Stagnation (Thirty Five to Sixty Five Years)
- Integrity Vs Despair (Over Sixty Five Years)

• Stage I: Period of Trust Vs Mistrust (Birth to 1 year)

In the first one year of life, the infant is confronted with the crisis termed Vs Mistrust. During the period the baby is completely dependent upon its mother or caretaker for the satisfaction of its needs. The sense of Trust or mistrust with regard to the environment gained in this way at this stage of development may then be carried over to the stage of development to follow and consequently reflected in the developing personality.



- Stage II : The Period of Autonomy
Vs Shame and Doubt (1 to 3 years)

Having gained a primary sense of trust and security with regard to his environment in the second and third years of his life, the child now passes through the second stage of psycho-social development. With the newly developed motor & physical skills and language ability, the child now engages in exploring his environment and experimenting with his strength and limitation for achieving a sense of autonomy and independence.

- Stage III : The period of Initiative Vs
Guilt (3 to 5 years)

The third stage of phys psycho-social development between three to five years of age is characterized by the crisis of initiative versus guilt. Equipped with the sense of trust and autonomy, the child now begins to take initiative in interacting with his environment.

- Stage IV : Period of Industry Vs Inferiority
(5 years to 11 years)

The teachers and school environment



thus play a very significant role in helping the child out of the industry versus inferiority crisis, for the child. The school becomes the place where success and failure are defined. Therefore, it is the duty of the teachers and school authorities to structure their classrooms and school environment in such a way as to help the students to maintain a positive attitude and view themselves as capable and valuable individuals.

• Stage V : Period of Identity Vs Role Confusion (11 years to 18 years)

This stage, beginning with the advent of puberty, is marked with the crisis of identity vs role confusion. Equipped with the sense of trust, autonomy, initiative and industry, adolescents begin to search for their own personal identity. The sudden changes in the bodies and mental functioning and the altered demands of society compel them to ask and questions of themselves like, who am I? Teacher and parents can play a very constructive role in helping adolescents through this identity versus confusion crisis.

• Stage VI : The Period of Intimacy Vs Isolation (18 years to 35 years)



This is the sixth stage of psycho-social development span of years of early adulthood. During this stage the individual tends to develop a sense of intimacy or commitment to a close relationship with another person. Thus, during this stage the individual seeks to form close personal attachment by merging his identity with that of another person. The relationships develop into such a close involvement that he tends to risk even the loss of his ego or image as is evidenced in the harmonious relationship between husband and wife and intimate friends, and is the ideal relationship between a teacher and his pupil.

The opposite of intimacy is isolation. When one fails to develop an adequate sense of intimacy by merging one's identity with that of another person or when relations deteriorate for one reason or another one tends to develop a sense of isolation.

- Stage VII : The Period of Creativity Us
Stagnation (35 years to 55 years)

An individual's life up to this stage is taken up with trying to establish himself in a professional career. Now he needs to satisfy



the need for generativity, a concern to establish and guide the next generation.

As opposed to the sense of generativity, there is a tendency on the part of the individual to become egoistic and selfish. This leads to stagnation and personal impoverishment.

• Stage VIII: The Period of Ego-Integrity vs Despair (Over Sixty Five Years)

This stage of psycho-social development is associated with later adulthood or old age. During this last stage of psycho-social development one is confronted with the final crisis of one's life span, termed ego-integrity vs despair. Ego integrity refers to the integration or culmination of the successful resolution of all the seven previous crises provides a sense of fulfillment and satisfaction to one's ego.

When one reflects on one's past and feel satisfied over what could have been or for what should have been done differently. On the other hand, person who have not been able to successfully resolve the previous crises of the developmental stages are sure to feel differently. They look back on their lives with despair and feel dissatisfied with the way they have lived their lives.



2) What is mean by personality. Give nature of personality and explain role of teacher in the personality development of student

→ Personality is something unique and specific. Each one of us is unique person in oneself. Every one of us has specific characteristics for making adjustments. However, the uniqueness of an individual's personality does not mean that he has nothing to share with others in term of traits and characteristics of personality. While interacting with the environment, every human being manifests many personality characteristics or traits. Each one of the traits manifests in every part of that individual's total behaviour.

All traits are related in such a way that they are integrated in a unit. It is the organization of the traits in a unique fashion that is referred to as personality. Personality may be defined as the organization of all the physical, mental and social qualities in an individual that manifests in a particular way, while interacting with the environment.

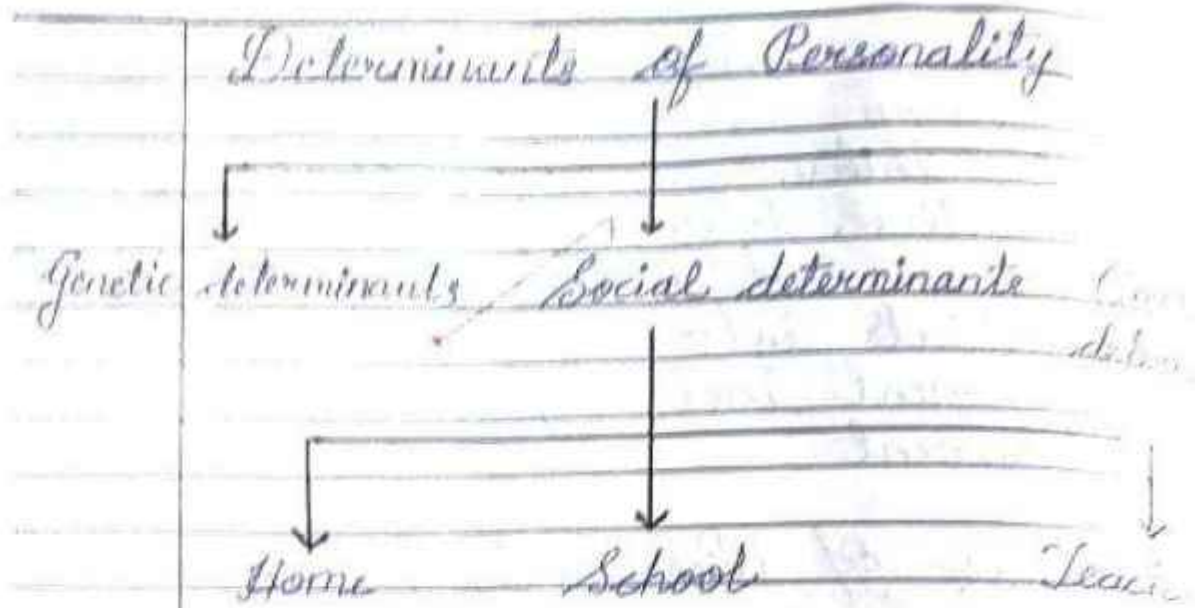


This personality includes in it, the organization of various dimensions of the individual like that of his difficulties, interests, intelligences, and capacities, which emerge out of the individual's interactions with the environment including the social environment.

Nature of Personality

Man is the by-product of a complex system of variables, which constantly interact with personality and shape it. There are some important determinants which influence personality more than other factors. Genetic factors are basic that determine the personality development of an individual. Physiological determinants such as ductless glands, nervous system, emotion and motivation all play an important role in the development of an individual's personality. There are a number of psychological factors which directly and indirectly influence growth and development. Social and cultural factors also help in moulding personality.





Genetic Determinants :-

Heredity is of two types: Biological heredity, which the child inherits from his parents in the form of chromosomes, and second, in the social heredity, which means all that one generation gets from preceding generation in the form of tradition, customs, skills, etc. Each generation transmits the acquired skills and knowledge to the succeeding generations.

Social determinants :- Environmental influences begin since the time of the conception of the child in the womb of the mother. Major



mental, physical and emotional conditions influence the development of the fetus in the womb. The external environment starts from the time of the birth of the child.

Physical and geographical condition of the environment plays an important role in shaping and personality of human beings. Physical and geographical environment create distinctive personality characteristics in human beings. Social environment of home greatly influences the personality development.

Cultural determinants:-

Every society is characterized by its cultural heritage which is transmitted from generation to generation in the form of social heredity. Indian society is very rich as regards its cultural inheritance that has a deep influence by the culture. he is born in E.B Tyler a famous Anthropologist, defined culture as "it is that complex whole which includes knowledge, belief, morals, laws, customs and many other capabilities and habits acquired by man as a member



of society.

Culture refers to total life activities of a society, what people think or do and feel constitutes culture of a society. It is the physical way of life. Biological inheritance is the same in human beings all over the world but it is the difference in their cultural conditions in the individuals of different cultural groups. Culture is the great educator of human beings, sometimes directly and sometimes indirectly by the method of training and passing on great social heritage, it leaves permanent impression on the personality of the child.

*The role of teacher in the personality development of student.

The teacher is an important constituent in its instruction process who can play important role in shaping the personality of student.



The way he teaches and handles the students has an

effect on the future personality of children. The way the teacher carries out his work in the class will affect the emotional climate in the classroom.

An authoritarian teacher will establish an autocratic climate and democratic teacher will create a different kind of climate. These difference in the attitude of teachers will imply difference in the number of frustration imposed upon the students and in the kind of personality development encouraged.

The primary attitude of a good teacher is the ability to create a warm, friendly atmosphere in the classroom. Teaching should be geared to the needs of the child.

The teacher must have sympathetic attitude towards deviant children. The teacher must try to locate the causes of anti-social behaviour and help the children to improve their personality.



1] write the concept and need of RTE 2009 with your responsibilities as a teacher

→ What is RTE?

The right of children to free and compulsory education Act or Right to Education Act (RTE), which was passed by the Indian parliament on 4 August 2009, describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1st April 2010.

• "Compulsory Education" defined as the obligation of the state to take all necessary steps to ensure that every child participates in, and completes elementary Education.

• "Free Education" defined as freedom from liability to (i) pay any fee to the school, and (ii) incur such other pecuniary expenses as may be likely to prevent the child from participating in and completing elementary education. There is no direct (school fees) or indirect cost to be borne by the child or the parents to obtain elementary education. The government will provide schooling free of cost until a child's elementary education is completed.

CHILDREN BENEFITED :-

Approx 22 crore children fall under the age group 6-14, out of which 4.14 i.e. 9.2 lakhs children either dropped out from school or never attended any educational institution. These children will get elementary education. Local and state government will ensure it.



OBJECTIVE:-

- * To provide for free and compulsory education to all children of the age 6 to 14 years.
- * Emphasis is on children belonging to disadvantaged group.

Main provision of RTE act 2009:-

- Apart from the clause on free and compulsory education, it specifies the duties and responsibilities of appropriate government, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the central and state government.
- It lays down the norms and standards relating inter alia to pupil Teacher Ratio, building and infrastructure, school-working days, teacher-working hours.
- It provides for rational development of teacher by ensuring that the specified pupil teacher ratio is maintained for each school rather than just as an average for the state or District or block, thus ensuring that there is no urban-rural imbalance in teacher posting.
- It also provides for prohibition of deployment of teachers for non-educational work, other than occasional assignments to local Authority, State, State Government and Parliament, and disaster relief.



Sec 4

Right of child to free and compulsory education.
Every child has the right to free and compulsory
education.

Sec 11

Special provision for children who are unable to, or who
have not completed, elementary education. Such children shall be
directly admitted in a class appropriate to his age and
in order to be at par with others, have to give in the
special training and shall be entitled to free education
till completion of elementary education even after 14 years.

Sec 12

Describe the duties of the local authority.

Sec 13

Describe the duty of parents and guardian to admit his
or her child ward in the neighbourhood school for
elementary education.

Sec 14

States the duty of the appropriate government to provide
for pre-school education.

Sec 12

To admit children belonging to weaker section and
disadvantaged group in the neighbourhood in class I
at least upto 25% of the strength of the class.



Section - 13 :-

No capitation fee to be charged. (The all India catholic education policy, 2007 also deplores any attempt to commercialize education and acceptance of capitation fee.)

No screening either of the child or of the parents for admission.

Section 14 :-

Age of child is to be determined on the basis of the birth certificate issued in accordance with the provision of the Birth, Deaths and marriage Registration Act 1886 or hospital registered record or Anganwadi record or even an affidavit.

Sec - 15 :-

No denial of admission even if the child does not turn up at the commencement of the academic year.

Sec - 16 :-

No child once admitted, can be held back or expelled till the completion of elementary education.

Sec - 17 :-

No child shall be subjected to physical punishment or mental harassment.

Sec - 18 :-

No school to be established without obtaining certificate of Recognition.



Sec-19:-

Schools to fulfill all the norms and standards specified in the schedule.

Sec-20:-

Power of the Govt. to amend the schedule.

Sec-21:-

Every school should constitute a School Management Committee (SMC) consisting of

- 75% From parents/guardian
- Of the remaining 25%
- The SMC shall elect a chairperson and vice-chairpersons from among the parent members
- The head Teacher / senior most teacher of the school shall be the ex-officio member - convener.
- The SMC is to meet at least once a month and maintain minutes and decision of the meeting.
- prepare a 3 year school development plan.

Sec-22:-

Preparation of school development plan by the SMC

Sec-23:-

States that the qualification for appointment and terms and condition of service of teachers shall be as laid down by the academic authority.

Sec-24:-

Duties of teachers: Teachers shall maintain regularity and punctuality, complete the curriculum, hold regular meetings with parents/guardian etc.



Sec 25:-

Pupil-Teacher ratio as specified in the schedule is to be maintained, i.e. classes I-V, 30:1 Above 200 children.

Sec 26:-

Filling up of vacancies of teachers

Sec 27:-

prohibition of deployment of teachers for non-educational purposes other than decennial population census, disaster relief duties and for election duties.

Sec 28:-

No private tuition by teachers

Section 29:-

→ Curriculum and evaluation procedure for elementary education shall be laid down by academic authority to be specified by the appropriate government.

→ Medium of instruction shall, as far as practicable be in child's mother tongue.

Section 30:-

No child shall be required to pass any board exam till completion of elementary education

every child completing elementary education shall be awarded a certificate



• Major highlight of the RTE act :-

→ It ensure free and compulsory education to all children within the age group of 6 to 14

→ No school fees, capitation fees, charges or expenses are to be paid by a child to get elementary education

→ The child or his parent are not be subjected to any screening procedure for admission to school.

→ Special training provision are not to be subjected to any screening procedure for admission to school

→ If a school does not provide facility to complete elementary education then a child of that school can take a transfer to any other government or government aided school.

→ Each child is also entitled to free text books writing material and uniform

→ The appropriate govt. which means central or state government and its affiliates have to provide a school within 1 km walking distance for children in classes I to V and within 3 kms for those in classes VI to VIII These school are termed as neighbourhood schools

→ The government has the responsibility to undertake school mapping to determine the location of the school.

→ 25 percent of the seats in private school are reserved for RTE students which are funded by the government.

The centre and the state share the joint responsibility to provide funds for RTE execution



→ Central government has the responsibility to prepare National academic curriculum, teacher training manuals, capacity building and technical support to the states for the promotion of the RTE.

→ The state government has to ensure the development of course of study, admission of children, teaching staff, infrastructure development of school, completion of education of children up to the age of 14 and inclusion of children from marginalised section of the society.

→ It is the duty of every parent to admit their children or ward to school and ensure that they receive elementary education.

→ Classes I to V should have 200 working days and classes VI to VIII 220 working days per academic year with a 45 hour work week.

→ All weather classroom for every teacher in the school, an office, a store room and a principal's room. The school has to ensure hygienic kitchen for midday meals, safe drinking water facility and separate toilet for boys and girls along with proper fencing, playground and a library with relevant books and teaching aid.

→ The school has to ensure all round development of the child and prohibit admission to any child on any grounds.



Teacher in the schools have to ensure their regular attendance, completion of curriculum with the specific time, assessing the ability of the child and providing special attention if need be conduct the parent-teacher meeting to appraise overall development of the child.

There should be one teacher for every 30 students for the class I to V and one teacher for every thirty - five student for class VI to VIII.

Ensuring over all round development of children, building a child's knowledge, human potential and talent.

building a child-friendly environment in schools and engaging the community by strengthening school management committees.

The continuous comprehensive evaluation system in 2009 to ensure grade appropriate learning outcomes in school

There should be one specialised teacher each for teaching (i) science and Mathematics (ii) social science and (iii) Language.

A full time head teacher is recommended for a school with more than 100 students.



2]

give the concept of equity and equality of educational opportunity, and explain the constitutional provision for education.

→ Equity :-

Equity implies giving as much advantage, consideration, or latitude to one party what he need actually. Along with economy, effectiveness and efficiency, Equity is essential for ensuring that extent and cost of funds, goods and service are fairly divided among their recipients. It involves trying to understand and give people what they need actually.

Equality :-

The quantity or state of being equal and having the same rights, social status. Equality aims to ensure individual or group of individuals are not treated differently or less favorably on the basis of age, gender, race, religion, disability.

Equality :-

Is about sameness. It promotes fairness and justice by giving everyone the same thing. But it can only work if everyone starts from the same place.

Equity :-

Is about fairness. It is about making sure people get access to the same opportunities. Our differences or history can create barriers to participation, so we must ensure equity before we can enjoy equality.



One of difference is the fact that equality obviously denotes that everyone is at the same level whereas equity denotes everyone is getting the rights what they deserve.

Here an example which would bring out the principal difference between the two, would like a family is in dinner table. Equality would mean that everybody, father, mother and children - would get a piece of the same size. Equity on the other hand, would mean that they take the sensible option and divide it according to their needs, i.e. larger sized pieces for the adult and smaller pieces for the children.

When we say equity, we refer to the qualities of justice, fairness, impartiality and even handedness. When we talk about equality, we are talking about equal sharing and exact division. Equality equals quantity, whereas equity equals quality.

A perfect example to understand the difference of this two concept is the feminist movement. If women demand they should be treated in the same way as men, that would not be possible, equality is not possible here because women and men that would not be possible. Equality is not possible here, because women and men are different and cannot be treated in exactly the same way. However if they demand equity, in how the world treats them it would be a genuine demand. There is common misconception that equity and equality mean the same thing and that they can be used interchangeably. But the truth is they do not and cannot. The words are similar but the difference between them is crucial.

The ideas of equality and equity are often misunderstood and misused. If we talk about equity and equality in education we should be clear that educational equality is that schools should offer all student the same education.

Basis FOR
COMPARISON

EQUITY

EQUALITY

Meaning

Equity is the virtue of being just even handed and impartial

Equality is chosen as a scale, where everyone is at the same level

What is it?

Means

End

Distribution

Fair

Even

Recognizes

Difference and attempts to counteract unequal individual opportunities

Sameness and treats everyone as equal.

Ensues

people have what they need

Providing everyone the same thing.



• Major constitutional provision on education:-

Some of the major constitutional provision on education in India are as follows:-

Some There are some changes regarding the 42nd amendment to the constitution. Below given are constitutional provision on education.

1. Free and compulsory education:-

The constitution makes the provision under Article 45 of the Directive principle of state policy that the state shall endeavour to provide within a period of ten year from the commencement of this constitution.

2. Education of Minorities:-

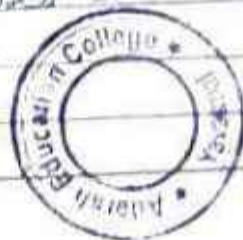
Article 30 of the Indian constitution relates to certain cultural and educational right to establish and administer educational institutions.

3. Language safeguard:-

Article 29(1) states " Any section of the citizen residing in the territory of India or any part thereof having a distinct language, script or culture of its own, shall have the right to conserve the same.

4. Education for weaker section:-

Article 15, 17, 46 safeguard the educational interest of the weaker section of the Indian community that is socially and educationally classes of citizen and schedule caste and schedule tribes.



5. Secular Education :-

India is a secular country. It is a land where spirituality based on religion or language are given full right to establish educational institutions of their choice.

6. Equality of opportunity in educational Institution :-

Article 29(1) states No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on ground only of religion, race, caste, language or any of them.

7. Instruction in mother tongue :-

There is diversity of language in our country. After the dawn of Independence, Mother-tongues have received special emphasis as medium of instruction and subjects of study. In the constitution of India it has been laid down that the study of one's own language is a fundamental right of the citizen.

8. Promotion of Hindi :-

The Indian constitution makes provision for the development and promotion of Hindi as national language. Article 351 enjoins the Union, the duty to promote the spread of the Hindi language.



Higher education and Research :-

Parliament has the exclusive right to enact legislation in respect of Institutions and Union Agencies mentioned in entries 63, 64, 65 and 66 of List. The entries which give authority to the government of India in education

10. Women's education :-

One of the unique features of Modern Education is the tremendous advancement of women's education. Education of the girls is considered to be more important than that of the boys.

11. Education in the Union Territories :-

Article 239 of the constitution states "save as otherwise provided by parliament by law, every Union Territory shall be administered by the president or by such person as he thinks fit through an administrator to be appointed by him with such designation as he may specify."

12. Educational and cultural with foreign countries :-

Entry 13 of the Union List reads participation in International Conference association and other bodies and implementing decision made thereat.



Q1. Give the concept of LAC (Language across the curriculum) and explain the importance of LAC by Bullocks Report 1975.

Ans. Concept of LAC:

Language Across the Curriculum (LAC) is a curriculum enrichment program that provides students with the opportunity to use their skills in languages other than English in non-language courses. It aims to infuse foreign language across the curriculum, thus building on the skills of language proficient students in courses where authentic foreign language sources are not a regular component of the curriculum but would complement the course material. Thus, students can extend their knowledge of second language beyond foreign language courses and apply those skills to course materials, research and projects in non-language disciplines.

LAC is a term for school and college courses that allow students to study a foreign language. It allows students to apply their existing knowledge of a foreign language outside of language learning classrooms. It is a modern approach to learning languages. LAC approach is something we often read about and appreciate. LAC approach is hardly practiced in classroom due to

- ① the pressure of completing the syllabus on time.
- ② our inability to break out the rigid boundaries of various subject. Language skills are important even if the student is studying subject like science and mathematics etc. Concept of LAC claims that language and learning are interlinked. (LAC) is a concept and a policy. As a concept it acknowledges the fact that language education in school.



Bullock Report (A language for life):-

A language for life, better known as the Bullock Report, was a UK (United Kingdom) government report published in 1976 by an independent committee, chaired by Alan Bullock, set up by the government to consider the teaching of language.

Its primary recommendation was that "every secondary school should develop a policy for language across the curriculum. The Bullock report also called for a re-examination of the debate into what English was, how it should be taught and what needs to be covered.

The Bullock Report had a major influence on the thinking of English teachers in the second half of the 1970s and early 1980s but it was moved to the background by less optimistic and humanistic influences and the greater emphasis on employability of the Thatcher years. It still makes powerful reading.

The report concerns all who have responsibilities in education. Many recommendations are addressed to schools and teachers and call for a change of approach and redirection of effort rather than for additional resources. The theoretical basis of language across curriculum derives largely from the Bullock Report and UAC interpreted as a concern for improving students' structure and science structure in their students papers.

Aspects of LAC: The original usage of the term language Across the curriculum (LAC) was in English as a mother tongue context. It is now used widely in ELT circles. Its relevance can be traced by looking at three aspects.

① The developmental aspect

② The motivational aspect

③ The teaching aspect

The Developmental Aspect: Trends and theories in language teaching have developed rapidly in the last thirty years. The following brief overview plots the course of development of some major theories

It can be said in general that there has been a very clear shift of emphasis in the development of linguistic theory.

The pre-1960s up until the 1960s prevalent theories of learning influenced language learning and emphasised the need for mastery of a set of linguistic structures.

The 1960s theories of learning began to change and accordingly affected perception of language learning since the 1970s: socio-linguistic began to influence theories of language learning and language was seen as something which individual used for purpose of communication.

from the communicative approach to LAC: some of most salient notions of communicative approach, which have direct relevance for LAC,

① Process Rather than Product

② Message Rather than Medium

③ Learner Potential rather than teacher input

④ Information Gap or language learning through tasks



The Motivational Aspect:

In a normal context, child will be confronted with necessity of learning language twice in the course of childhood and adolescence. The first and most learning phase is when the child learns his or her mother tongue. The second time is when in an academic context when child has to learn a foreign language at school. Usually a sense of motivation is only found in the context of second experience, learning a foreign language.

The Teaching Aspect:

language across the curriculum based on what has already been said about the developmental and motivational aspects of language learning. LAC offers a different approach to language learning.

These are perhaps two basic and inter-related principles behind LAC.

'Language is central to learning. Learning involves language not just as a medium for instruction but as the principal of forming and handling new concepts.'

Language learning is most successful in a meaningful context. In the classroom the emphasis moves away from learning the subject to be studied and is placed on CONTENT and PROCESS in short on KNOWLEDGE. Knowledge in a scientific or mathematical or historical context, language used in search of knowledge becomes a 'tool'.



The Bullock Report: to underline this development Chapter 12 of the Bullock report a language for life (1975) emphasised three essential elements.

- (a) Language Crosses the Curriculum
- (b) Every Teacher is therefore by definition A Language teacher.
- (c) Every School should have a Whole Language Policy.

Of course, the Bullock Report looked mainly at language in the context of the mother tongue. However in many cases the conclusions can be applied to the foreign language context in particular the notion that language across the curriculum. LAC is a further logical step in the methodological development of foreign language teaching.

late in 1975, standing Committee of UCET expressed interest in finding out activities in the field of language and literacy which had been inspired or re-motivated by the publication of the Bullock Report - A language for life. The interest was there, but what of the means and method? The Committee decided to try a very economical means of collecting and disseminating information, partly in the hope that successful attempt in this field might prove a model for other information projects in an age of increasing financial stringency. The success of the enterprise will be judged by the amount of helpful information which can be extracted from it. This report Committee of Enquiry appointed in 1972 by Margaret Thatcher. 22-member committee presented its wide ranging report.

Importance of LAC:-

Importance of LAC

Understand by some principal recommendations of Bullock report 1975. which are given below:-

(a) a system of monitoring should be introduced covering a wider range of attainment than has been attempted in the past, including new criteria for definition of literacy.

(b) steps should be taken to develop the language ability of children in the pre-school and nursery and infant years.

(c) every school should devise a systematic policy for the development of reading competence in pupils of all ages and ability levels.

(d) Each school should have an organised policy for language across the curriculum.

(e) Every school should have a suitably qualified teacher with responsibility for and supporting colleagues in language teaching of reading.

(f) There should be close consultation and communication between schools to ensure continuity in teaching of reading in the language development of every pupil.

(g) English in secondary school should be improved resources in terms of staffing, accommodation and ancillary help.

(h) A substantial course on language in education including reading should be part of every primary and secondary school teacher's initial training.

(i) there should be more in service education opportunities in reading and other aspects of English teaching including courses at diploma and higher degree level.

(j) There should be a national centre for language in education, concerned with teaching of English in all its aspects from language and reading in early years to advanced studies with sixth forms.

In their report the Bullock Commission made just two recommendations about the use of initial teaching alphabets in English primary schools.

1) "Schools which choose to adopt it should be given every support".

This is strong positive recommendation in view of tradition in England that each individual primary school has right and responsibility to choose its own method and material for teaching reading.

2) "We also feel that teachers should examine the question of initial teaching alphabets on its merit. We hope they will make their own objective assessment of various arguments for and against...."

This is also strong recommendation to teacher who have no personal experience of it. a to go and find out more about it. These two positive recommendations of Bullock report were based on careful review of research evidence and arguments and give importance to language across the curriculum (LAC).



22. Give the concept and difference between role play discussion and questioning.

Ans: Role plays:

Role-playing in multicultural education class a pretext for students learning teaching skills for multicultural and indigenous subject is that they have developed some sort of reality, as to what being part of a minority group is like. For this reason 100 teacher education students of multicultural studies were asked to participate in a role play that placed all of them in different roles in a scenario that represented a microcosm of society.

Role plays are an excellent mean of evaluating decision making and inter personal communication skills. Role play is particularly useful to students who will operate in a tense professional environment (e.g. diplomacy, acute or sensitive medical care settings, psychology, and counselling) or required complex decision making. Scenarios can be scaffolded, gradually increasing in complexity to ensure that student reach a sufficient level of competence. Role plays help you evaluate students ability to work under pressure and with others, including providing opportunities for inter professional learning with online BLEs, students can role play anonymously.

Role plays are one type of active learning. The role plays discussed in this paper serve to familiarise the students with each other and to open their minds to the issues faced by minority group.

professionals, children, and parents. The findings indicate that these activities achieved the stated objectives. By engaging in role-play activities, higher education students are provided with opportunities to view situations from multiple perspectives. In the spirit of constructivist learning theories, the research reported in this study has demonstrated that role-play learning activities have capacity to address emotional as well as cognitive dimensions of adult learning. Good quality learning and teaching in tertiary sector needs to include activities other than lectures and power point presentations in order to create a learning environment that ignites inquiry and motivation.

How it work:

Participants are given particular roles to play in a conversation or other interaction such as an email exchange, typical of their discipline. They may be given specific instructions on how to act or what to say as an aggressive client or patient in detail detail, for example or required to act and react in their own way depending on the requirements. The participants will then act out of scenario and afterwards there will be reflections and discussion about interactions, such as alternative way of dealing with situations. The scenario can then be acted out again with changes based on outcome of discussion.

Definition:

Role playing is a discussion technique that makes possible to get maximum participation of a group through acting out an example of some problem or idea under discussion.

Role play Discussion:

The role-play discussion is introduced, where students are given the role of parents dealing with bullying incidents in the school. This technique promotes active engagement in discussion for all members of class by requiring each student to share information that was ostensibly provided by their child regarding the incidents. 'Parents' are given partial and some times false information and must come to conclusion about the events through discussion. A discussion leader guides discussion of events and possible solutions. Student evaluation of the exercise were quite favourable. possible variation in the topic and format of discussion are proposed

Role playing in multicultural education class:

The students were very keen to share their comments and give feedback about the role-play activity. This is true for their verbal comments in the lecture debrief of the role-play as well as in written form on survey. during lecture students commented on how real the experience had become for them. Comments were made about how, in some cases they felt ashamed of what they had become in order to survive the experience and achieve the

desired outcomes. On the survey students were asked to circle words from a list that best described how they felt during activity.

Questioning:

The ability to ask and answer questions is central to learning. For more than two thousand years (since Socrates) the question has been an integral part of teaching. Only within the last decade and half, however, has extensive research been directed to questions and questioning strategies. The information which has been generated from this research indicates that teachers largely have been asking the wrong questions. We have been focussing primarily on questions regarding specific information students possessed rather than questions to promote learning.

The use of questioning skills is essential to systematic investigation in any subject area. In such an investigation

- 1) One asks questions to identify the reason or reason for investigation.
- 2) questions are asked to direct the search for information and to synthesize what has been discovered.
- 3) the conclusion resulting from investigation are evaluated via questions. However, using questions to assist students investigations is a relatively new technique in the schools. In the questioned students to ascertain whether or not they were learning the book

content and to see if students were paying attention in class.

Importance of Questioning Skill:

Question should play a central role in the learning process. Because of this, we as teacher need to plan our questions carefully. This doesn't mean script writing that would negate creative teaching. However, it does mean we need to carefully plan our questions by thinking through possible questions which would guide the student towards further investigation and a deeper understanding of the concept being stressed.

If a teacher utilize questions effectively, students will discover that the question is a very valuable learning tool. It is a device through which they can organize their thinking to achieve certain objectives. Students who ask themselves questions as they deal with various learning situations will provide themselves with data and will develop an awareness of what where there are deficits in data. This type of knowledge is essential if students are to assume major role in their learning process.

The act of asking questions is a powerful tool in communication. Questioning is not simply a method of eliciting information although it naturally performs that primary role. It is an important component of teaching process and it is embedded in quality instruction and strategic thinking.



Principles of Questioning:

- 1) Distribute questions so that all, include nor. Volunteers are involved.
- 2) Balance factual and thought-provoking questions.
- 3) Ask both simple and exacting questions, so that the poorer students may participate and the brighter student may be extended.
- 4) Encourage lengthy responses and sustained answers. (Avoid yes-no questions, questions overlaid with afterthoughts, fragmentary questions and those that tug or encourage guessing.)
- 5) Stimulate critical thinking by asking, "to what extent?" "How under what circumstances?" "Why" "Compare (or contrast)"...
 - a) Avoid "Does anyone know...?" and Who can tell us?
 - b) Allow time for thought. wait until five or six want to speak.
 - c) Be a model of exact phrasing and coherent thinking.
 - i) Phrase questions clearly, within the vocabulary limits of the class.
 - ii) Make each question specific, short and proactive.
 - d) Encourage students to comments on the answers of classmates.
 - e) Never interrupt a student who is attempt to answer nor tolerate ridicule of an honest effort.



Difference between Role-Play discussion and Questioning:

Discussion	Questioning
1) Discussion is defined as talking or writing about something, especially in order to solve a problem	1) Questioning is a sentence in an interrogative form, addressed to someone in order to get information in reply.
2) Discussion do not have a lifecycle they are aimed at a conversation.	2) questions are intended to be answered and then closed off.
3) Discussion just have replies with comment thread and no close action.	3) Questions can have their answered accepted as correct.
4) Discussion don't have anything beyond "you contributed to this discussion".	4) Students earn points for answers on given questions.
5) Discussion is a modern way of learning.	5) Questioning Skills is a typical way of learning.
6) Discussion are conversation about topic and can be collection of comments around particular topic.	6) Questions are looking for specific point and asker can mark best answer.
7) Discussion cannot take place if students are afraid to speak freely.	7) Questioning can take place even students are afraid to speak freely.
8) Discussion are used to share opinion, discuss tips and tricks.	8) Questioning are used to get answer or solution to specific issue.
9) Debate, Dialogue, Discourse and Diatribe of Discussions	9) general question, choice question, special question using wh-word and disjunction questions are type of questions.



Que Education is the interdisciplinary field of study which highlights the correlation between all school subjects.

Introduction

You may remember about different school subjects like Science, Social Science and Mathematics etc. You also know that these subjects belong to different disciplines. If you have noticed the way we teach these subjects, you will realise that we teach each of these subject in a different fashion. You must have already noticed it. Science is not taught or we teach social science. Why? This is because the nature of each subject discipline is different and this demands different type of methodology or approach for each subject. Hence it is very important for each teacher to understand the nature of each discipline i.e. that the methodology can be properly adopted. Before understanding the nature of each discipline, it is important to know the meaning of 'Discipline' and its related concept 'Academic Discipline' and the concept of school subjects.



Meaning of School Subjects.

A school subject is a subject or a field of study as well as a branch of knowledge that is taught and researched at the school, college or university.

School subject refers to an area of knowledge that is studied in school. It can be called a learning tool or the criteria by which we learn. More precisely, subjects are the parts into which learning can be divided. It is a field or sphere of knowledge in which the learner has chosen to specialize.

It can sometimes be used synonymously with the term 'discipline' and can be referred to as a systematic instruction given to the students in a particular area of learning that follows specific code of conduct.

Humanist educators argue that school subjects are created to provide students with intrinsically rewarding experiences that contribute to the pursuit of self-actualization.



personal growth, and individual freedom. School subjects, therefore, need to be formulated according to the interest, attitudes, and developmental stages of individual student & they need to derive content from a wide range of sources such as personal experiences, human activities, and community cultures and wisdoms. Disciplinary knowledge might or might not be useful for the formation of school subjects. From the perspective of social efficiency, school subjects are constructed for the primary purpose of maintaining and enhancing economic and social productivity by equipping future citizens with the requisite knowledge, skills, and capital & the formation of school subject, therefore, is justified with close reference to the needs of occupation, profession, and vocation. Like humanistic educators, social reconstructionist believes that school subjects derive contents from a wide range of sources.



Definition for School Subject

A school subject can be defined as a branch of knowledge or a body of knowledge that is provided to its learners. According to Zongji Deng, a school subject refers to an area of learning within the school curriculum that constitutes an institutionally defined field of knowledge and practice for teaching and learning.

A school subject constitutes an organizing framework that gives meaning and shape to curriculum content, teaching, and learning activities.

School Subjects is defined as an "area of knowledge that is studied in school."

"A school subject is an area of learning within the school curriculum that constitutes an institutionally defined field of knowledge and practice for teaching and learning."



School subjects are human constructions in response to social, economic, cultural, political, and educational realities and needs. They are "uniquely purpose-built educational enterprises, designed with and through educational imagination towards educative ends."

A school subject is an area of learning within the school curriculum that constitutes an institutionally defined field of knowledge and practice for teaching and learning.

School Subjects can be traditional academic subjects, such as mathematics, history, geography, physics, chemistry and economics.

Academic school subjects, such as mathematics, chemistry, geography, history and economics are to be compulsorily taught to the students.

The content of these academic subjects needs to be worked with and transformed by the teachers in such a way that it is appropriate for classroom use.

Constructing a school subject involves the selection and

and arrangement of content of knowledge, skills and the transformation of that content for school and classroom use. This is in accordance with respect to both societal expectations and activities of teachers.

Nature of School Subjects

Grossman and Stodasky (1995) defined three features of school subjects. They are

1. School subjects differ in status they have in school and larger communities. Craft, physical education are considered less important than science and mathematics.
2. Sequentiality is perceived as important in school subjects where certain knowledge and skills have to be learnt before proceeding to new learning.
3. The scope of the subject refers to the different disciplinary areas included in the subjects which can be broad or restricted. An example of board-



based subject is physical science which includes physics and chemistry. Social Science includes history, geography, economics and civics.

Let us analyze the above definitions and understand the nature of school subjects.

A School subject

- is also called as a learning tool.
- serves as criteria by which we learn
- is used synonymously with the term 'discipline'.
- refers to a particular area of learning
- has a specific code of conduct
- aims to give intrinsically rewarding experience to students
- contributes for self-actualization, personal growth and individual freedom
- needs to be formulated according to the needs of students
- derives content from a wide range of sources
- is constructed from the



- perspective of social efficiency
- aims to maintain and enhance social production
- has close reference to the needs of occupations, profession, and vocation
- is an area of learning within the school curricula
- involves the selection and arrangement of content, knowledge, skills and the transformation of content.

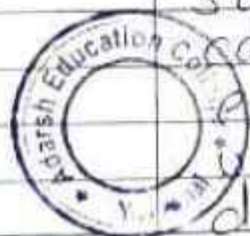
Thus, a school subject aims content, and translating content for educational purposes.

School Subjects and Academic Disciplines - Relationship.

Let us begin with the word discipline. As mentioned before, discipline refers to a branch of academic study.

For example, psychology, sociology, anthropology, mathematics and philosophy are all disciplines.

They can mostly be seen in higher educational institutions such as universities. This, however, does not denote that disciplines cannot



seen in other other educational settings such as schools. For examples, mathematics is a school subject that is also a discipline that is found in higher educational institutions.

Disciplines usually consist of theoretical backgrounds, research and experiments, group of experts in the discipline, etc. For example, a person who is pursuing his studies in a particular discipline not only gains an in-depth understanding of it but also conducts experiments or research as well. Such a person is considered as specially in the chosen discipline.

School subjects are the basis for the development of basic information that will turn the learners into specialists in academic discipline. A school subject results from the transformation of an academic discipline. School subjects come first and academic discipline later in one's journey of learning from school to the university. An academic discipline provides an end point for the formation of a

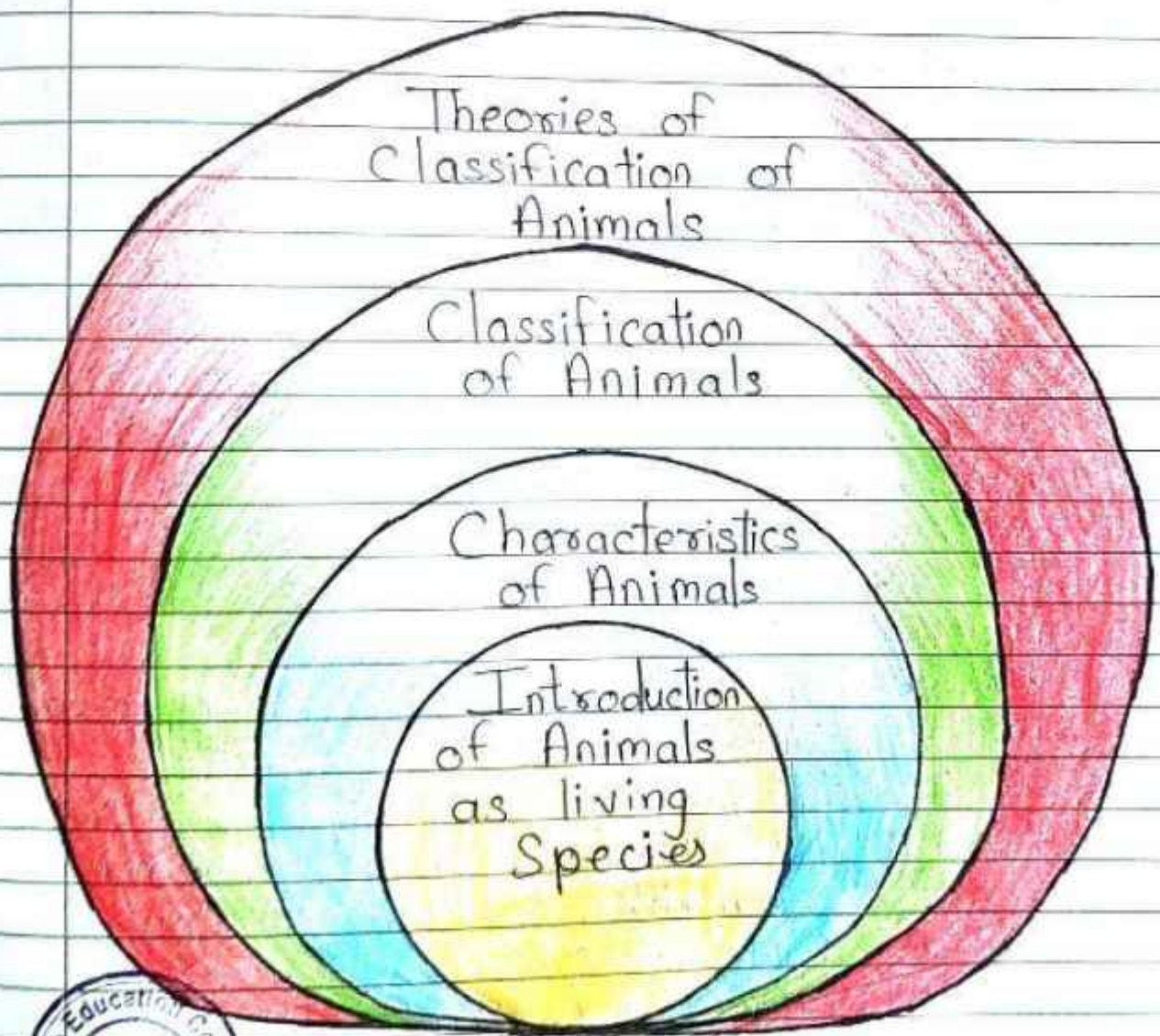


school subject and school subject provides the avenues for getting to know the academic discipline.

School subjects can have different and variable relationships to academic disciplines, depending on their aims, content and developmental phases. School subjects come first and academic are derived from academic disciplines. They are also organized according to the 'structure' of academic disciplines. For examples, history as a school subject is derived from 'humanities' and both history (a school subject) and humanities (a discipline) are narrative structurally. That is the nature in both the contexts. Science as a discipline deducts truth through inductive approach and it holds good for physics also, which is a school subject.

School subjects constitute a faithful and valid introduction to academic disciplines. While students are dealing with relative

simple ideas and methods in school subjects, they study these ideas and methods known by experts in the academic discipline. Here, we use concentric approach in the organization of curriculum. There, one can see how a school subject gets enhanced as a discipline.



Observe how the status of school subject develops as academic discipline as students go to higher classes.

The relationship between school subjects and academic disciplines can be understood from three key positions.

It is important to transmit disciplinary knowledge for the development of the intellectual capacity of students and for the maintenance or reproduction of academic culture/knowledge.

This is called the doctrine of disciplinarity, according to which school subjects are derived from and organised according to the structure of academic disciplines.

- The central purpose of a school subject, like that of a discipline, is to initiate the young into the academic community of scholars.

School subjects constitute a faithful and valid introduction to the academic discipline whose names they bear.



- Students are dealing with relatively simple ideas and methods; they study the same ideas and methods known by experts in the academic disciplines.



Que. Social Science, Science & Maths is the interdisciplinary explain it & give their place & importance in school curriculum.

→ Interdisciplinary in Subjects.

Heidi Jacobs defines interdisciplinary learning as "a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience."

Keith Bardo and Lynn Smith suggest that interdisciplinary learning is especially important in the early grades so as to "provide authentic experience in more than one content area, offer a range of learning experiences for students, and gives students choices in the project they pursue and the ways they demonstrate their learning."

To summarise, Interdisciplinary Learning is a process of answering a question, (solving) a problem, or

addressing a topic that is too broad or complex to be dealt with adequately by a single discipline and draws on the disciplines with their insights to construct a more comprehensive understanding.

There can be two distinct approaches to interdisciplinary:

i) The integrationist approach which considered a process by which ideas, information, methods and tools from two or more disciplines are connected, synthesized or blended.

ii) The generalist approach where there is a dialogue or interaction between two or more disciplines but the disciplines are not blended into one another. Some experts considered this approach multidisciplinary.

Social Science Curriculum

Curriculum is an important component of any system of education. Curriculum is planned for the entire course of study as well as for different subjects. The



Overall aims of education are achieved by achieving the aims and objectives of different subjects taught in schools. The success in achieving the aims mainly depends on the appropriateness of the procedure in which curriculum is framed. Hence, to achieve the objectives of social science, a well-formed curriculum will prove to be inevitable. This is because curriculum is the plan for guiding the goal-oriented educational process. This plan involves four important components. They are as follows:

- i) Content
- ii) Evaluation Procedures
- iii) Objectives
- iv) Pedagogic Strategies

The curriculum of social science is supposed to follow some important functions. They are as follows:

Synthesis of the subjects of study and



Synthesis of subjects of study and life
Acquisition and strengthening of knowledge
Complete development
Development of democratic values
Satisfaction of students' needs
Realisation of values
Harmony between individual and society
Creation of suitable environment

Approaches to Curriculum Organization in Social Science:

Through there are number of approaches for the organization of curriculum in social science, no single approach has been proved to be complete and comprehensive. Each approach merits and limitations. Teachers need to select approaches appropriate to the level and needs of the students and organize the curriculum. Let us understand the different approaches for organising matter in social science curriculum.



Place of Science in School Curriculum

It is said that man's future is stubbornly linked to scientific advances and the development of productive

activity. Therefore, science must find a respectable place in the school curriculum. All over the world, this feeling is generated. In India, through the efforts of National Council subject throughout the school stage.

The views of Kothari Commission and UNESCO's International Commission on the Development of Education are: Kothari Commission (1964-66) stated that "We lay a great emphasis on making science an important element in the school curriculum. We, therefore, recommend that science and mathematics should be taught on a compulsory basis to all pupils as a part of general education during the first ten years of schooling.

UNESCO's International Commission recommend as under:

"Science and technology must become essential components in any educational enterprise they must be incorporated into all educational activity intended for children.



young people and adults, in order to help the individual to control social energies and production as well as natural ones.

With regard to the nature of science and its relation with humanities, this Commission hoped that "The natural sciences will one day incorporate the science man, just as the science of man will incorporate the natural sciences; there will be a single science."

According to National Curriculum Framework 2005, people today are faced with an increasingly fast changing world whose most important skills are flexibility, innovation and creativity. Good Science education is true to the child and these imperatives have to be kept in mind in shaping science education.

Need and Importance of Mathematics in Curriculum.

Mathematics curriculum is the plan for the experiences that learners will encounter, as well as the actual experiences they do encounter, that are designed to help them reach



specified mathematics objectives.

Need and importance of mathematics in school curricula.

Why do we need to know Mathematics? Why should we memorise so many formulae, theorems, proofs, etc? How will this information help us in our later life? What is its importance in my life? These are some of the common questions that we can see among those who are not interested in learning mathematics. How far, as teachers we are able to convince our students to appreciate the importance of Mathematics?

'Why should we learn Mathematics?' is a valid question, and as Mathematics teachers, it is our responsibility to understand and conceptualise its importance and unique place among other subjects. Why do our curriculum designers place Mathematics as a core school subject and what is the significance of Mathematics



in the overall school curriculum?

The following values justify importance of Mathematics Curriculum.

Social Aspects

- The routine activities of daily life demand a mastery of number of facts and number of processes. To read with understanding most of the materials in newspapers requires considerable mathematical vocabulary. A few such terms are percent, discount, commission, dividend, invoice, profit and loss, wholesale and retail, taxation etc.

- Mathematical operations like sufficient skill and understanding of quantitative relations. The ability to sense problems, to formulate them specially and to solve them accurately.

- Many vocations need mathematical skills.

- The child should gain an appreciation of the role played by mathematics in many fields of work. Since, scientific knowledge and technology are linked with the progress and prosperity of a nation, we should be

able to appreciate the role of mathematics in acquiring this.

- Mathematics has helped bringing together the countries of the world which are so separated from each other physically.

- Mathematics helped man to discover the mysteries of nature and to overcome superstitions and ignorance.

Place of Mathematics curriculum in present school curriculum

It is in this context that National Curriculum Framework (NCF, 2005), stated that the main goal of Mathematics education in schools is the mathematization of the child's thought processes. Partially, it means that children should learn to think about any situation using the language of Mathematics. Further

realisation of this vision, school Mathematics needs to recognize and stay to work to achieve the following aims of teaching Mathematics.

